

**Oakridge**  
International  
School

Bengaluru | Hyderabad | Visakhapatnam | Mohali

# **Oakridge International School**

## **Newton Campus**

## **Language Policy**

Established: June 2013

Policy Review: June 2017

Next Policy Review: June 2018

## The International Baccalaureate's Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Oakridge International School – Newton Campus Mission Statement

Oakridge International School (OIS), Newton Campus (NC) is a centre for excellence in education. In keeping with the rich heritage of India, it will emphasize simultaneous development of the Spirit, the Mind and the Body, and endeavour to send out compassionate, responsible and innovative students, committed to change and progress in the development of India and the global environment.

### The IB Learner Profile

**Inquirers** We develop their natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

**Principled** We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

**Open-minded** We understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending their beliefs.

**Balanced** We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** We give thoughtful consideration to our own learning and experience. We are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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## Language Philosophy

The mission of OIS is to develop the full potential of each student within the school community. Language is central to all learning and to the development of identity, and is also vitally important to good understanding and communication within and across cultures. We therefore believe that

- All students need strong language skills to develop their personal, cognitive, social and cultural identity
- In order to be connected with their own cultural identity and heritage, all students have the right to develop their mother tongue
- Learning more than one language helps students to become understanding citizens of the world and better multilingual communicators
- Language development is the responsibility of all teachers, parents and students

## Language of instruction

- English is the primary medium of instruction.
- All students at Oakridge International School have the opportunity to become proficient in English and one second language (French/Spanish/Hindi/ Telugu).
- Grade 4 onwards students are encouraged to study French, Spanish, Hindi and Telugu as a third language.
- All students should have the opportunity to learn Hindi. They are encouraged and assisted where possible to maintain the study of the language.
- English develops as a process over time through purposeful use in listening, speaking, reading and writing tasks across all curricula, co- curricular and social situations
- The acquisition of English language provides students with the opportunity to develop a global perspective.

## Essential Agreements for the Teaching of Language: Beliefs and Practices

All students are:

- Provided ample opportunity to read, write, listen and speak across the curriculum. Taught literacy skills in a range of contexts.
- Encouraged to develop a wide range of strategies to comprehend, analyse and construct texts.
- Encouraged to use self-correcting strategies.
- Taught through a variety of technological and informational resources.
- Encouraged to share and develop their work in a social context.
- Encouraged to see language as a tool for thinking, inquiring and learning. Encouraged to maintain and value their mother tongue and to value those of other students.
- Given the opportunity to become proficient in more than one language.
- Exposed to a broad range of literature reflecting a variety of cultures and perspectives.
- Encouraged to develop a love of language and literature.
- Provided constructive and specific feedback from teachers and peers.
- Encouraged to reflect on their learning.

## At OIS we believe that

- Language itself is the key to understanding and interacting with the world

- The LOI is more than merely a tool of instruction, being important for reflection, metacognition and social interaction
- Our LOI gives students a point of entry into the global community in which we live in. Learners learn both the content of their subjects and the language through the language of instruction in both written and oral forms of communication.
- *Students for whom the LOI is not their first language, may require and should be provided with additional support*

## Language Admissions

- We screen applicants through multidimensional assessment procedures, including English language-proficiency, tracking, appraisal of past records and current **academic levels, student's language or language-readiness skills** and observation of emotional and social development.
- We place students in appropriate instructional settings on the data of our multidimensional assessment procedures (e.g. language support unit). Students coming from countries where English is taught as second language and where students have had little exposure to an English speaking environment are provided with ESL support in order to bring up their level of English so that they are able to understand and participate in all subject lessons in class.
- Students are placed in the appropriate class level based on their language proficiency.
- We collect representative samples of students' work to document linguistic and academic growth in language.
- **Annexure 2** shows the English language pathway at Oakridge International School.
- We communicate regularly with parents regarding students' accomplishments and needs as they progress through the grades.

## English as Second language acquisition for students coming from non-English speaking countries

OIS students are supported in reaching proficiency in English by ESL teacher who provide new students with a supportive, protected environment in which they can try out their language skills and develop confidence in their abilities.

At the same time, students participate in their regular classroom in which teachers are aware of the ESL students' needs and modify or differentiate lessons accordingly. In this way the child not only achieves competency in meeting academic goals, but is also able to participate in school culture and become a fully integrated member of our community.

## Language & Literature

In order to promote holistic learning within the context of the IB PYP, MYP, the stakeholders at Oakridge International School recognize the importance of incorporating the teaching and learning of language throughout the implementation of the program. Language & Literature is limited to English as the language of instruction of the school, since students must meet English language requirements provided by the state standards. The development of Language & Literature is crucial as it allows students to make connections within and across subject areas, facilitated by key and related concepts, and Global Contexts. Therefore, all students are required to take Language & Literature in all grade levels.

## Modern Foreign Languages

Modern Foreign Languages are at the heart of the international human experience. At OIS, French and Spanish instruction educates students to become linguistically equipped and culturally aware in our pluralistic world. Through their language learning, students gain knowledge, appreciation and understanding of the different cultures where French and Spanish are spoken. By realizing that there are multiple ways of viewing the world, students would be able to communicate in multilingual communities in a variety of contexts and in culturally

appropriate ways. The Foreign Language curriculum is clearly articulated throughout the school to provide a coherent additional language learning experience. Where possible, school employs native speakers of French or Spanish as volunteer teachers to sensitize the students to the culture and traditions of the country of origin of these languages.

### Foreign Languages Study Pathway

- **Annexure 1** shows the language options that are available to students from Grade 1 to Grade 12.
- Parents can look at the options so that they can help their children to make educated choices and the level to which the language can be pursued.

### LANGUAGE AND THE PRIMARY YEARS PROGRAMME

- All teachers in a PYP school are considered teachers of language. Language learning plays a major role where the language(s) of instruction may not be the student's first language.
- All students have the opportunity to learn more than one language from EY2.
- Emphasis on language application across the subject areas and throughout the transdisciplinary programme of inquiry.
- The PYP has identified three strands—oral language, visual language, written language—that are learned across and throughout the curriculum, with each strand being an integral component of language learning.
  1. Spoken words connect us with others.
  2. Listeners identify key ideas in spoken language and synthesize them to create their own understanding.
  3. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.
  4. Synthesizing ideas and information from texts leads to new ideas and understanding.
  5. Writing conveys meaning. People write to tell about their experiences, ideas and feelings.

### Resources:

In PYP, classrooms have inviting reading corners which are well stocked with various books both from home and school. Students are encouraged to develop a reading habit. Books are not only enjoyed, they are also discussed and analysed, created, compared and contrasted. The language Resource Corner also includes other material such as students' writing, questions, information and artefacts for the students to discuss and write, posters, charts, calendars and instructions that lend themselves to reading and writing activities.

Collaboration between class teachers, subject teachers, parents and the librarian is ensured for obtaining appropriate language resources for the library. Teachers visit book stores and review various catalogues. Parents' suggestions are also obtained for purchase of literature and fiction. The library stocks books of the languages taught within the school as well as from the country from which the international students of the school come.

### LANGUAGE AND THE MIDDLE YEARS PROGRAMME

All MYP teachers recognize that language – which includes spoken, written and visual language – is central to learning.

### Study of Language Acquisition

- Most MYP students come from the school where PYP is offered and have studied the target language as second or third language. It is always useful to continue

the second language from PYP to MYP.

- The MYP Language acquisition course allows students to further develop their language skills especially for those continuing IB from the PYP segment. The student is assessed on the level of fluency during the beginning of the year MYP.
- At Oakridge International School, placement tests are conducted to determine the competence of students according to phase level.
- Every phase has a “Bridge Course” to enable student to adapt to the level allocated.
- At Oakridge, we offer Phase 1 to Phase 4 to complete the MYP programme successfully. Students are advised to complete all phases. However students can write the exam at any phase and the MYP certificate will be awarded to all students according to the level of competency achieved.
- Students who excel in their Language acquisition classes in MYP can opt for the same language B in DP or for another language at AB INITIO level.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Phase 1+2(Low)	Phase 1+ 2 (High)	Phase 2 (High) + 3(Low)	Phase 4 ( Low)	Phase 4 (High)
Ph1=basics  Ph2(Low)=basics+ simple grammar Simple text	Phase1=basics (Optional)  Phas2( High) =Informal communication, Cultural context, Punctuation Intonation	Phase3(Low)= Formal registration  Grammar points will be completed to a considerable high level.	Analyzing Critical thinking Opinions.  High end grammar points will be completed.	Literature Text.

## Description of the structure of Second languages in MYP Mother Tongue Support

OIS encourages the development of the mother tongue and first languages of students through an ethos of acceptance and celebration of linguistic diversity within the community. There is also recognition that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages.

A grade section at OIS comprises of diverse students from different states of the country. Hence, OIS recognizes Hindi as common language and culture as indigenous to the country in which the school is located. This is achieved through curricular, co-curricular activities and outreach programs.

The school celebrates its linguistic diversity by conducting language week during the academic year. Students present skits, poems, short stories, displays etc. to highlight the linguistic culture along with special exhibitions on Founders" Day.

We also encourage our parents and students to speak and develop their mother tongue at home. This strengthens the child"s language skills while instilling a sense of importance about his/her culture.

Furthermore, we aim to support students and families in the maintenance and development of both mother tongue language and literacy skills. This includes the active support and development of the mother tongue through recognizing and celebrating various mother tongue languages throughout the schools, assisting parents in accessing materials in the mother tongue, and providing extended

mother tongue resources through vetted online language programs.

## Support Services

A keen collaboration between class teachers, subject teachers, parents and the librarian ensures the right set of appropriate language resources for the library. Teachers contribute their suggestions via visiting book stores and scanning through various catalogues including IB e-library. Parents' suggestions too count as propositions for obtaining resource books related to literature and fiction. The students' ensemble to set up class library consisting of books brought from home and share with their friends. Similarly, students are encouraged to bring books, if found suitable, are added to the school library. The library stocks books of the languages taught within the school as well as from the originating country of the international students. There is also an ongoing construction of the school's state of the art library or media center to provide services to the whole school. The school has a library and media center which is well stocked with books and provides students with adequate place and computers to research for material.

## Responsibilities of stakeholders

Effective implementation of the Language Policy requires cooperation of all stakeholders of the school community

### Role of Senior Administration

- Use English as the primary language of communication.
- Ensure that policies and procedures regarding language acquisition are developed, implemented and reviewed regularly.
- Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
- Hold administrators accountable for the effective implementation of the Language Policy.
- Attract and retain highly qualified and experienced administrators and teachers.

## DP

The hallmark of our school is that students graduating from Oakridge speak good English and are outstanding in their presentation skills, which follows as an inevitable consequence of the emphasis placed on language acquisition skills throughout. As research is an indispensable part of the course and writing comes as culmination of the skills accrued through the course, competence in language is underscored and achieved invariably. The course provides a platform for evolving writing and speaking skills of a higher order in the students through diverse avenues, some of them being MUN and Faunus. This truly grooms the students for the challenges to be thrown their way in the years to come.

Students, whose competence in English was very low, but who wanted to enroll for the IBDP program were asked to spend an extra year to enhance their competence in English so that they could cope with various subjects at the IBDP. In the first year students were given a lot of help by the ESL teacher. They were allowed to attend some classes with the IBDP students to expose them to the subjects but were not required to take any exams. The idea was to subject them to a total immersion program in English. In the second year the students joined the regular IBDP classes and were able to understand the teachers in the class as well as do the assignments that they were required to do. ESL support was still available to them if required.

## Group 2 Language Selection

- Students who have no prior knowledge of languages like French or Spanish are allowed to choose French Ab initio or Spanish Ab initio.
- French B, Spanish B and Hindi B options are available to students who have shown the required level of proficiency in Grade X assessment.

- Students having previous knowledge of French, Hindi or Spanish, are given a proficiency test to establish their level of competency before admitting them to French B, Hindi B or Spanish B respectively.
- A student who does not qualify for French B must choose Spanish Ab initio. Similarly, a student who does not qualify for Spanish B must choose French Ab initio.
- Students taking A1 native language (self-taught) in Group 1 must take English B in Group 2.

## CBSE

- Students coming from MYP can opt for CBSE at grade VII.
- After MYP 6th grade, students have the choice to continue with the MYP or decide to opt for CBSE. Therefore at Oakridge International School, CBSE begins at Grade 7 and continues until Grade 12. At Grade 7, CBSE students are required to take up a 2nd language and a 3rd language. The second language is studied from Grade 7 to Grade 10 and the third language is studied only in Grade 7 and Grade 8 as there is no 3rd language in Grade 9 and Grade 10.
- Students joining the CBSE stream in Grade 7 either continues with the 2nd language that they studied in the MYP or can take up a foreign language (French or Spanish) as 2nd language. However, no change in 2nd language is allowed after Grade 7 and students must continue with the same 2nd language till Grade 10. In Grade 7 and 8, CBSE students are required to study a 3rd language and can opt for French or Spanish as 3rd language if they choose Hindi or Telugu as 2nd language. The school also offers Sanskrit as 3rd Language. Students do have the option of taking Sanskrit as 2nd language but there is no demand for Sanskrit as 2nd language. There is no second language requirement for CBSE Grade 11 and 12.

## The Mother Tongue

- OIS encourages the development of the mother tongue and first languages of students through an ethos of acceptance and celebration of linguistic diversity within the community. There is also recognition that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages.
- OIS recognizes the importance of Telugu language and culture as indigenous to the state in which the school is located. This is achieved through curricular, co-curricular activities and outreach programs.
- The school celebrates its linguistic diversity by conducting language week during the academic year. Students present skits, poems, short stories, displays etc to highlight the linguistic culture. Special exhibitions are held on Founders' Day.

## Resources:

- Students are encouraged to develop a reading habit. Books are not only enjoyed, they are also discussed and analysed, created, compared and contrasted. The English Resource Corner also includes other material such as students' writing, questions, information and artifacts for the students to discuss and write, posters, charts, calendars, memoranda and instructions that lend themselves to reading and writing activities.
- Collaboration between class teachers, subject teachers, parents and the librarian is ensured for obtaining appropriate language resources for the library. Teachers visit book stores review various catalogues including IB e-library. Parents' suggestions are



also obtained for purchase of literature and fiction. The students build a class library consisting of books that they bring from home and share with their friends. Students are encouraged to bring in books to if found suitable, these are added to the library. The library stocks books of in the languages taught within the school as well as from the country from which the international students of the school come. There is also an on going construction of the school's state of the art library or media center to service the whole school. The school has a library and media center which is well stocked with books and provides students with adequate place and computers to research for material.

## Role of Administrators

- Use English as the primary language of communication.
- Provide academic leadership for the school.
- Share responsibility for oversight development, implementation and revision of the Language Policy and curriculum efforts.
- Support teachers in their delivery of instruction.
- Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
- Provide teachers with opportunities for professional development to enhance their own language proficiencies.
- Promote an embedded professional development model enabling collaboration concerning curriculum, instructional techniques, and assessment and student progress.
- Encourage collaboration between teachers for development of curriculum, sharing teaching ideas and resources.
- Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
- Promote communication with parents concerning students" to help students with language development and provide translators when needed.
- Promote a co-curricular program that encourages the use and development of English language.

## Role of Faculty

At Oakridge, in curriculum guides of all year groups, we have Standards set requirements in literacy not only for English Language but also for literacy in social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings that endure and develop over the years of schooling to assure required readiness for college and career in multiple disciplines. Since learning and language are inextricably bound, every teacher is therefore both a content teacher and a language teacher. The faculty is expected to:

- Use English as the primary language of instruction (except during classes for Modern Languages) and social interaction with students in and outside the classroom.
- Acquire a professional knowledge base in second language acquisition processes, students" developmental language behaviors, and familiarity with students" language learning cognitive styles.
- Be aware of how language is learnt or acquired
- Integrate language instruction with content instruction.
- Make high-level academic content instructionally comprehensible.
- Create classroom environments that are discourse-rich and process-oriented (plentiful opportunities for students to listen to, read, speak, and write through interactive activities).
- Provide plentiful opportunities, within the subject area for students to develop their listening, speaking, reading and writing skills.
- Support and encourage language self-assessment.
- Give ongoing regular feedback to students on their linguistic and cognitive

development by using a variety of balanced assessment strategies.

- Hold high linguistic and academic expectations for all students.
- Build a strong home-school partnership using various means of communication.
- Emulate dispositions for life in an international world (i.e. tolerance for ambiguity, empathy, flexibility, respect for others" languages and cultures).
- Work collaboratively to develop culturally inclusive and age-and developmentally appropriate curriculum and teaching strategies.
- Integrate appropriate technology that enhances language development.
- Use a pedagogical approach that enhances language development.
- Select resources that are linguistically accessible and culturally inclusive.
- Teach English language skills for social interaction.

## Role of Parents

A number of parental actions will facilitate linguistic and academic success for students. Families are encouraged to:

- Have a positive attitude towards English, Hindi and other modern languages.
- Promote the advantages of learning other languages.
- Maintain mother tongue literacy skills in the home or after school.
- **Encourage and support their children"s additional language acquisition.**
- Communicate with other parents to exchange ideas and reduce isolation on ways to help language development.
- Support the expectation that students use English as the language of learning and social interaction on campus.
- Supply multilingual materials at home.
- Be knowledgeable about language program and the various language options available at different levels to help students make proper choices in order to support the schools" efforts.
- Be prepared to make the long-term commitments that is success oriented
- Have realistic expectations of their children and OIS.
- Encourage language acquisition by providing opportunities and materials that enhance language development.

## Role of Students

English is the primary language of instruction and social interaction at OIS, which means that students learn and communicate in English. For encouraging effective communication in languages other than English, students are allowed to speak in mother tongue / national language and/or foreign languages during lunch time.

English is recognized as the language of inclusion on campus, and therefore students are expected to use English both in and out of the classroom. Language competence is developed through practice and use of the language. Students at OIS are encouraged to use the languages they learn in class, outside of the classroom.

OIS also gives importance to students" mother tongue and so has a flexible policy about the language the students" use for social interaction with their peers. Students are encouraged to:

- Acquire information by listening to oral presentations; interpreting print and graphic material, and observing and recording practical experiences.
- Read a variety of texts in the language.
- Develop speaking skills through activities such as storytelling, oral presentation etc.
- Convey information by telling stories and explaining ideas.
- Think logically through inference, hypothesis, analysis, prediction and evaluation.
- Accomplish practical tasks either individually or by collaborating in small groups.
- Work collaboratively in group activities that lend themselves to use of the language.
- Make decisions by identifying alternatives, evaluating evidence and determining appropriate actions.
- Work creatively by using ideas and materials inventively.
- Demonstrate respect for others by using English in class as well as in social

- situations.
- Develop fluency in English for all forms of communication

## Communication with Parents

Oakridge believes in having effective communication with parents. Below are the various ways of communicating with parents to update them about their child's learning progression in language:

**Weekly Transaction Report (WTR):-** Teachers update the lessons or topics covered during the week and mention the student's learning engagements on all strands of language. This is then collated by the Class Teacher and sent to the parents as a consolidated report for the class.

**E-mail/Phone communication:-** Language Teachers will share their official email and phone number. In case of any query, parents are free to contact the teacher through email or phone between 6 p.m. and 7 p.m. All the email or phone queries related to the Language Learning Programme will be answered within 24 hrs. When replying, the teacher will keep the Class Teacher and coordinator in the loop.

**Parent Educator Meet:-** The teacher may not be able to meet all the parents during the PTMs.

However, a report on the learner's performance in all strands of language will be shared by the Class Teacher to the parents. The information regarding the learners' progress – the Language Learning Continuum Report – is communicated to the class teacher 15 days prior to the scheduled meeting date. The Additional Language teacher informs the Class Teacher and requests an appointment with parents whom he/she intends to meet.

**Special Appointment:-** Parents who wish to meet the Language teacher will have to take an appointment on any working day through the Class Teacher or by directly communicating with the teacher.

## Records maintained by the Language Teachers:

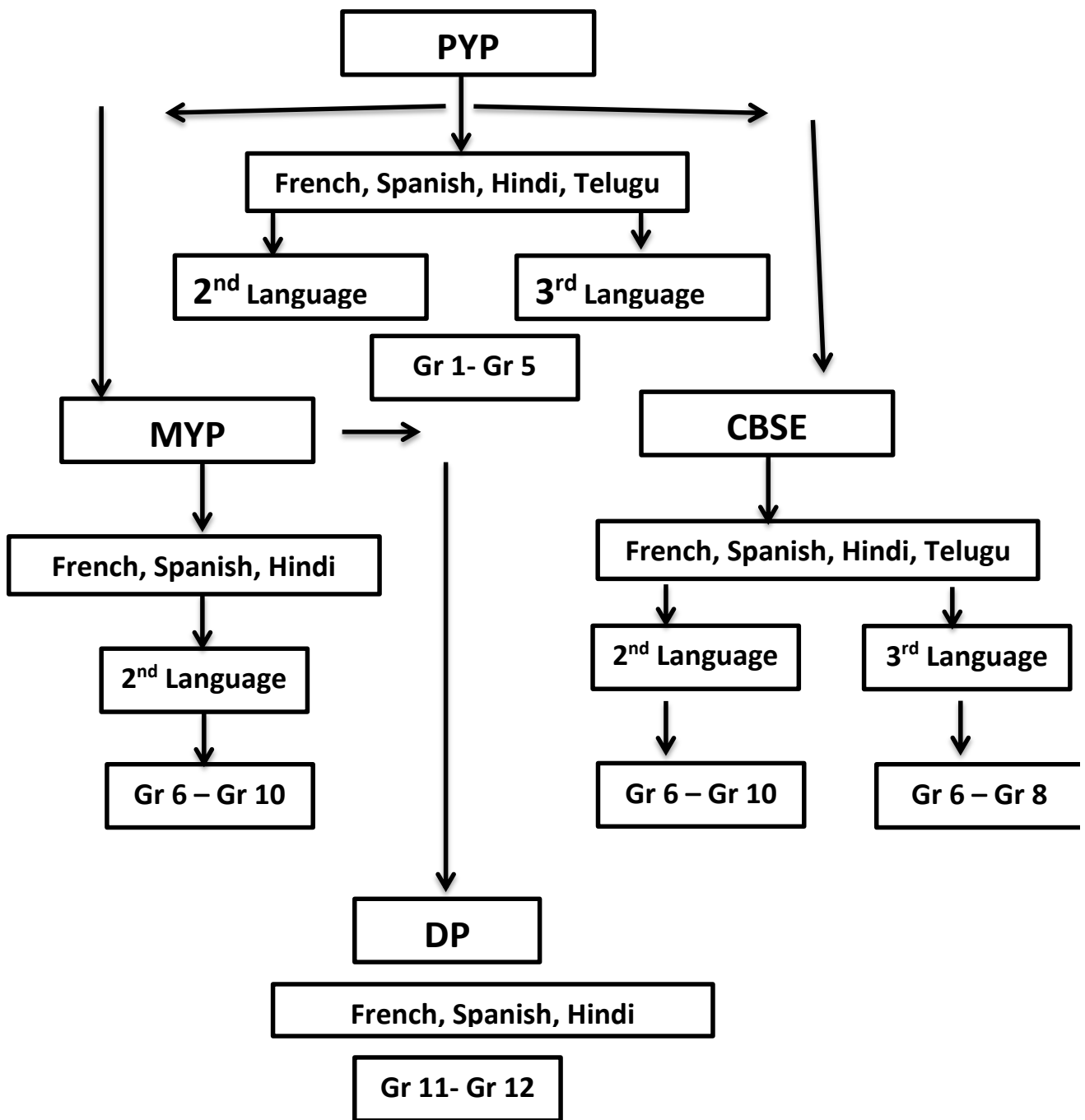
- **Attendance Record** – To record the presence and absence of students.
- **Inventory List** – To monitor and ensure all students in the class have all the necessary materials required for the language class such as stationery, course book, notebook, language file etc. When supplies run low, the Class Teacher must be immediately informed, and he/she will then place an order through the School Stores.
- **Homework Record** – To monitor home tasks assigned to the students. Records are maintained with emphasis on completion of the task, accuracy, quality of presentation and punctuality in submitting the work.
- **Students Learning Continuum** – To monitor the learning continuum of the child in language. This helps to take timely action to improve teaching-learning process.
- **Touchstone Record** – To record prior assessments to enable grading the child's traits and sub-traits in the language.
- **Parent Interaction Record** – The records - emails from parents, face-to-face inputs/feedback and any telephonic conversations with parents about the child
  1. serve as feedback/inputs for taking corrective actions.
- **MOM records** – To record Minutes of the meeting concerning language teaching/learning programme in a standardized MOM format facilitating proper implementation of the language teaching/learning programme.

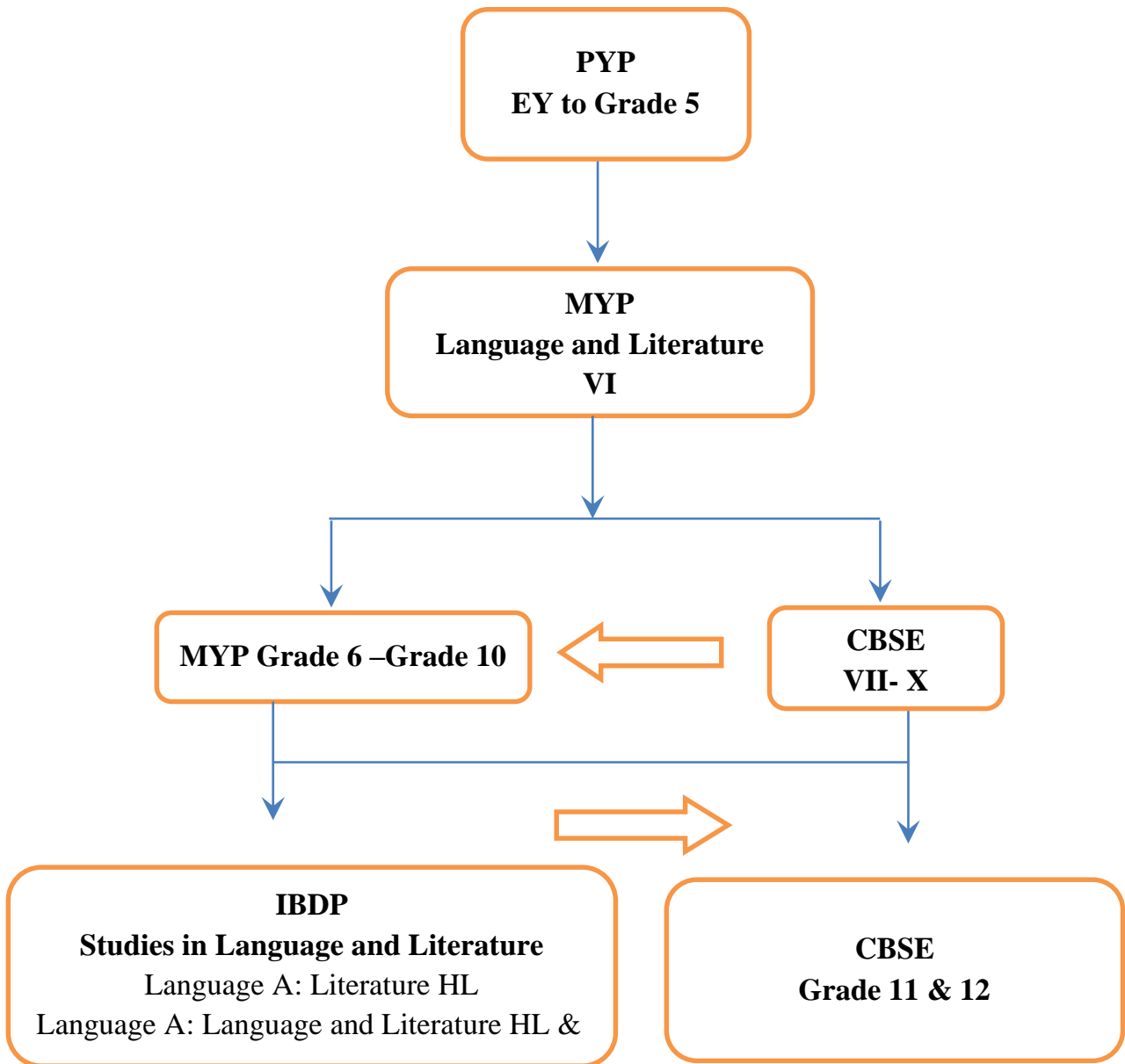
## Development, implementation and review of the language policy

The language policy was developed collaboratively by the Principal, Vice-Principal, Head Mistress and Co-Coordinator from different streams. The language policy was developed keeping in mind the cultural and linguistic diversity of the student population and the different curricula that the school offers. A survey was conducted to get input from parents regarding their views on the languages that the school should offer.

Going forward, the school plans to appoint a Steering Committee that will ensure the

implementation of the language policy, periodically review the policy and suggest changes that will cater to the demand of the students, parents and community at large.





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